**K-5 ELA Lesson Plan**

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| **Teacher: Stewart** | | **Grade: 4** | | | **Date(s)**: 10 |
| **Unit Title:** Establishing a Community of Good Readers and Writers (Unit 1) | | | **Corresponding Unit Task:** Character Word Clouds | | |
| **Essential Question(s):** How does literature help readers make sense of their own lives? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart Paper**  **Markers**  **Student Character T-charts**  **Computer Lab**  **Word Cloud Program / WORDLE**  **SMART Board – If available** | | | | **Audience –** a group of listeners or spectators  **Character** - one of the people (or animals) in a story  **Character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Coherent writing –** “coherence" refers to the logical flow of ideas in a paragraph.  **Collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making  **Dynamic character –** characters that undergo some kind of change throughout the story  **Editing** - A part of the writing process that is concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience  **Print & digital sources -** electronic as well as traditional texts  **Summarize –** to tell the main ideas, events, or facts in your own words  **Task –** culminating project with scoring guides that provide evidence that the standards have been met | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). **RL.4.10** - By the end of the year, read and comprehend literature including stories, dramas, and poetry in the grade 4-5-text complexity band proficiently with scaffolding as needed at the high end of the range.  **I Can Statement(s):** I can find 10 descriptive adjectives to describe my own character traits. I can cite evidence in my life to support my descriptive words.  **Instructional Plan:**  Modeled (I Work, You Watch)   * The teacher will introduce and model finding character traits to describe herself. Create a T-chart (*character traits “on one side and “evidence of the traits” on the other side*) and model how to list character traits and the evidence of that trait.   Shared (We Work Together)   * Students will help the teacher to complete her character traits t-chart. Students will list at least seven adjectives that describe the teacher in the left column with evidence cited in the right column.   Guided Practice (You Do, I Help)   * Students will create a T-chart listing “character traits” on one side and “evidence of the traits” on the other side. Students will work with a partner and use a thesaurus to find 7 adjectives that describe their own character traits. Students will take turns, each allowing the other to share. Students should add these new words to the left hand column of their t-chart. Students should include evidence of each character trait in the right hand column of their t-chart.   Independent Practice (You Do)   * Students will use a thesaurus to find at least three more character traits to add to their list. * Students will then circle their five favorite traits. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **W.4.9a** - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [*e.g., a character’s thoughts, words, or actions*].”).  **I Can Statement(s):**  I can use technology to create a word cloud in order to illustrate my own character traits.  **Instructional Plan:**  Modeled (I Work, You Watch)   * Using technology, students will create word clouds. The teacher will review this process for the students.   Shared (We Work Together)   * Type your first name into the text box 10 times. * Type your favorite 5 traits (*circled on your list*) 5 times each. * Type all of the other words on your list 1 time each. * Click the “next” button to generate your cloud.   Guided Practice (You Do, I Help)   * Along the top are buttons to randomize, change the font, change the color, and change the layout. Students can experiment with these tools to get their cloud in a format that is pleasing. * At the bottom of the page you can save or print the word cloud.   Independent Practice (You Do)  Students will share their final word cloud with a partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  **I Can Statement(s):** I can recall the meanings of our unit vocabulary words.  **Instructional Plan:** Assess student knowledge of vocabulary words with a teacher-made quiz. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can demonstrate the characteristics of a good listener and communicator.  **Instructional Plan:**  Guided Practice (You Do, I Help)   * Students will work with partners to complete their character t-charts. One student will speak at a time, while the other student demonstrates the attributes of a good listener (*nodding head, using eye contact, waiting for the speaker to finish speaking before he/she begins*.) * Work with shoulder partner and teacher to complete word cloud in the computer lab.   Independent Practice (You Do)   * Students will share their character word clouds with the class. | | | | |
| **Closing/Summarizing Strategy** | Students will share their character word clouds with the class and display them on our achievement board. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Create the longest sentence by selecting 10 words from the list that was used to develop the character map. Using all of the 10 words students will construct the longest sentence that best describes them. | | Teacher will provide one-on-one assistance for students with limited computer skills. | | | Allow students to use character traits word lists, anchor charts, and character trait cards used for Task 1 as a support for selecting character traits that describe themselves. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Teacher will formally assess student word clouds using the Task 2 rubric to determine if students are ready to plan and compose a personal narrative about their character traits. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*